DOCUMENT RESUME

ED 050 784 LI 002 846

AUTHOR	Boaz, Martha
TITLE	Some Current Concepts About Library Education.
INSTITUTION	University of Southern California, Los Angeles. School of Library Science.
PUB DATE	[70]
NOTE	14p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	Case Studies (Education), Computer Assisted Instruction, Dial Access Information Systems, Educational Experiments, *Educational Innovation, *Educational Programs, Educational Technology, *Instructional Innovation, *Library Education, Library Instruction, Library Programs, *Library Schools, Simulation, Systems Approach
IDENTIFIERS	Syracuse Library Education Experimental Project

ABSTRACT

A review of current thought and activity in the library education field is presented. A brief introductory section discusses the developing role of the librarian as humanist and scholar, the influence of the library school atmosphere on teaching effectiveness and the importance of traditional student-teacher interaction in library education. Innovations in educational technology are summarized. The major part of the report explores current trends in library instruction techniques: computer-assisted instruction in reference courses, the computer-based laboratory of the Syracuse Library Education Experimental project, team teaching, the case study method for reference and library management courses, simulation and role-playing, group dynamics, the systems approach, independent study, off-campus practice, problem-oriented curricula, free university courses, and a mobile library program. (JN)

ED050784

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

SOME CURRENT CONCEPTS ABOUT LIBRARY EDUCATION

by

Martha Boaz, Dean

School of Library Science
University of Southern California

Los Angeles, California

LI 002 948

The librarian of the future must be more than the traditional librarian-type, more than a cataloger or reference librarian or bibliographer. He must be a humanist in the real sense of the word. He must not only handle and hand out books. He must know their insides. He must communicate, he must understand. Library education must be less involved with facts and content, more concerned with ideas and communication. Then, after our technological problems have been solved, libraries can turn to people and to people-oriented programs.

The Library as an Intelligence Agency

A case is made by Jacques Barzun for a new roving, reading professional librarian who is a brain worker and a scholar. Barzun thinks of the public library as an intelligence agency and of the librarian as the one who has an obligation to rescue his library from an "avalanche of books, a blizzard of newspapers, a hailstorm of quarterlies." He declares that the librarian must keep his library from turning into a city dump. Barzun admits that there may be an increase in the quantity of recorded facts but he thinks of knowledge as another thing. "It will be found by those who inquire with care that a very large part of the supposed new knowledge is old knowledge rehashed or else needlessly transferred from one container to another, in either case denatured."[1]

He goes on to say that only the librarian can save us from perishing under the suffocation of publications. "In a word, the librarian must

---

[1] Jacques Barzun, "The New Librarian to the Rescue", Library Journal, XCIII (November 1, 1969) 3964.

learn what is actually a poor duplicate under guise of a new book... The librarian must serve teacher and student as he has always done, but no longer with mere technical information about the place of books and their titles; this time he must have a first hand knowledge of their contents and their value; he must in himself and by himself be an intelligence agency, be the glowing point of contact between his library and the inquiring mind...(thus the librarian) would in truth be restoring to the ranks of brain workers the now forgotten scholar."[1]

THE LIBRARY SCHOOL ATMOSPHERE AND TEACHING METHODS

Dorothy Bendix, Associate Professor, Drexel Library School, talks about the library school atmosphere. She speaks specifically with reference to the teaching of the intellectual freedom concept, but her point applies in general. Her proposition is that teaching is conditioned by the library school atmosphere, the outside activities of faculty members, and the image faculty members create.[2]

A good deal of attention has been given recently to library school teaching methods and teaching resources. W.J. McKeachie[3] in a general article on "Teaching" emphasizes the fact that the effectiveness of a teaching method depends upon the competence and enthusiasm of the teacher. "If the teacher is important, his enjoyment of method becomes a critical variable...National Merit Scholars agree with this philosophy and consider one of the critical variables influencing their choice of a field to be the instructor's enthusiasm."[3]

---

[1] Ibid, p. 3965

[2] Dorothy Bendix, "Teaching the Concept of Intellectual Freedom..." ALA Bulletin, LXIII (March, 1969) 357.

[3] W.S. McKeachie, "Research on Teaching at the College and University Level", in N.L. Gage, ed. Handbook of Research on Teaching, (Chicago: Rand McNally, 1963) 1162.

There are many proponents of the traditional lecture-discussion teaching method, and the greatest teachers have achieved their greatest successes through the Socratic discourse. Alan Cartter has been quoted as saying that technical improvements are for purely informational and routinized aspects of learning, but the essential aims of liberal learning--wisdom, understanding, and tolerance--are attainable only through personal confrontation of teacher and student.

What then is the role of technology in teaching? There are many questions about the role of the new technology in libraries and in library education. These center around computer technology, instructional television, cartridge loading films and projectors, and the learning center concept. Computers are being used in instruction. IBM has a program which provides for the sending of courses by telephone wire to any location in the country.

Another development is that of cartridge loading films and projectors. The student can now consult a file as he would a book and he can do this by the insertion of a cartridge and the flipping of a switch. Another teaching device is the video tape recorder and remote control camera facilities. These permit the filming of live class meetings in the classroom and allow instantaneous play-back of the recorded material. Television in the classroom may be used to receive programs, either live or prerecorded from broadcasting studios; or, television can be used as an independent audiovisual unit through the video tape.

So, a variety of materials is available for instructional purposes. In addition to those already named are overhead projectors, tape recorders, record players, slide and film strip projectors. Of especial interest have been advances in 8 mm. film projectors and film loops.

These are easy to use and adapted for individual study and re-play. A similar device is the audio tape with the introduction of the cassette, containing a repetitive loop of tape.

There are many implications for library education in what is being done in various parts of the country. Dial access is a technological teaching aid with great potential for higher education. Oral Roberts University in Tulsa, Oklahoma, has activated a retrieval system, "complete with digital computer for fast dial code retrieval, instructional materials centers, 130 access stations, television studios, recording facilities, tape-storage banks and a systems directory."[1] William W. Jernigan, Director of Learning Resources at Oral Roberts University describes the new school's academic program as one placing heavy reliance on an audiovisual retrieval system which houses both library and audiovisual facilities in a center designed architecturally to symbolize a total learning atmosphere. Early in the planning the circulation department of the center was automated with IBM 357 equipment using a two-card system. "Books were supplied with punch cards for check-out purposes; all bibliographical information and call numbers were stored on computer tape. The most dramatic developments in the DAIR usage, according to Jernigan, "have been in the social sciences and the natural sciences. Entire humanities courses complete with fully produced films, dramatic segments, historical sketches, and art identification have been programmed within the last year and are even offered for summer study without the need of supervisor or professor ...specific developments in the area of the natural sciences have indluded an audio-tutorial lab."[2]

---

[1]William W. Jernigan, "One Who DAIRED-A Dial Access System", Wilson Library Bulletin XXXXIV (February, 1970) 653.

[2]Ibid, p. 656

Library school curricula and teaching methods are being influenced by changing concepts and new resources in certain types of libraries. For example, numerous innovations are being adopted in the public school. The school library has changed from the traditional library to a media center. School libraries are rapidly moving into the use of computers to improve book processing, bibliographic, reference and circulation services. Audio-visual materials and remote access facilities are available in many schools and the school library is truly becoming the center of the instructional program. The newest technology is being demonstrated in the library of the Oak Park and River Forest High School in Illinois. According to its Library Project Director, Ted Johnson, the retrieval system of the library can even assist the student at home. "If the student's home is equipped with a standard touch-tone telephone, he can call the computer and direct it to connect him with any of the programs in the retrieval system. Thus, the largest communication system in the world becomes an economical tool for extending library services and makes random access retrieval even more available."[1] The student, at home, has placed at his fingertips, automatically, reference materials, drill exercises, instructional units, and other library materials. The random access retrieval system can serve all areas of the curriculum; it makes individual independent work possible, it can enrich and assist the work of the gifted student as well as the slow learner. The physical library reflects the new educational concepts, also. Space for individuals and for small study groups is provided in carrels and conference rooms.

---

[1]Ted Johnson, "Dial, Remote and Random" ALA Bulletin, LXIII (October, 1968) 1086.

These learning centers are planned to fit into academic buildings. They provide individual key spaces fitted with remote control, telephone and push button systems and they allow automatic playback of pictures in audio and video form. One such center is at Oklahoma Christian College. Here there is space for 1,000 individual study carrels. Each student is assigned to his own space. Each carrel is equipped with a telephone dial system which provides the student with access to 100 taped lectures. The student gets the lecture he wants by dialing a code number. By this plan, the student is encouraged to take more responsibility for his own education.

Newer Approaches to Teaching in Library Schools

One specific case of the use of a new technology is Computer Assisted Instruction(CAI). This is being used by Thomas Slavens at the University of Michigan in his reference courses. He says the computer can be used in the development and administration stages of diagnostic tests, tutorial instruction, and drill, as well as in the development of programmed learning exercises and in simulated library situations. Computer-assisted instruction (CAI) makes use of a central computer with electric typewriters, light pens, audio tapes and other equipment as terminals for the use of students. Slavens says that computer-assisted instruction can help to correct dissatisfaction in library education by making available a type of learning experience in which reference situations can be simulated..."situations can be set up for example, in which the computer acts as the patron of the library and the student as the librarian. The computer poses the question and the student responds. Because of the difficulties students have in getting professional experience in libraries before graduation from

library school, this is a good reason to have simulated interaction."[1]

The Library School at Syracuse University has developed a computer-based laboratory for library science students utilizing the LC/MARC (Machine-Readable Cataloging) magnetic tapes. Professor Pauline Atherton was the chief investigator for this project. With the implementation of MARC more libraries will move in the direction of library automation and library schools will take advantage of the tapes for teaching.

The focus of LEEP (Library Education Experimental Project) was two-fold: first, "development of the laboratory as an instructional tool," and, second, "exploration of such a facility in library education." The instructional aspect of the project is really "learning with MARC tapes."[2]

Various other techniques and approaches are being tried by library school faculty members in an attempt to provide variety to students in the educational process. One approach is team teaching, which is a method whereby two or more teachers work together in the instruction of the same group of students. Team teaching may be used in various classes. Two teachers may participate in teaching the same class, within a given hour; each may have a special competency in a particular subject coverage; or, ~~they~~ the teachers may engage in a certain type of activity which requires the participation of two or more people; or, they may have

---

[1]Thomas P. Slavens, "Computer-Assisted Instruction For Reference Librarians," Journal of Education For Librarians, X (fall, 1969), 117.

[2]Pauline Atherton and Judith Tessier, "Teaching with MARC Tapes," Journal of Library Automation, III (March, 1970), 24.

two or more experimental groups which are trying out new techniques or approaches within a given subject area. For example, half of a class might be taught by the lecture method by one teacher and by a laboratory or problem-solving method by another teacher.

The case study is used in certain schools and, as employed in basic reference, is a record of a reference encounter in a library. Professor Tom Galvin of Simmons College says the case method usually begins with a description, in narrative form, of the library in which the problem occurs, followed by a dialogue between reference librarian and library patron. At the conclusion of the reference interview, the student is expected to carry the problem to a point of solution within the context of resources available in the particular library described. Written case studies and tape recordings are frequently used in case studies. According to Galvin, in the teaching of reference courses, "The particular value of the case study as opposed to the "problem" is that it permits the incorporation within a single teaching vehicle of all elements of the reference encounter, including the reference interview and the solution of the reference question in terms of the strengths and limitations of a particular book collection."[1] Mildred Lowell, Professor at the University of Indiana Library School, has written about the case study approach in management. The cases discussed in her three-volume study present the problems from all types of libraries at all levels of supervision involving many types of employees and ~~are~~ typical situations faced by librarians. "The cases were not written

---

[1]Thomas Galvin, Problems in Reference Service. New York, R.R. Bowker, 1965, p. xiii.

to prove any theories or philosophies of management but are included because of their intrinsic interest and challenge and because of their value as teaching and learning media."[1]

The simulation technique is a method whereby the student is confronted with a simulated problem closely resembling actual problems. The student is asked to examine the problem, assemble data that bear upon it, and plan alternate strategies of solution. The aim is to develop skills in judgment and decision-making. This technique is used in the Library School at the University of Southern California, as a part of the "screening" examination for Ph.D. candidates. Each student is given a different problem which is appropriate to his area of specialization. Each is given two weeks in which to solve the problem. He may consult any and all sources or resources which he thinks will help him with the solution to the problem. He may go to the literature, to people who are authorities or specialists or to any source which he thinks may provide the information he needs. At the end of two weeks he must present, in good form, a written and documented report of his solution to the problem. This assignment tests the student's knowledge, his judgment, his ability to adjust to a specific problem and to a time limit. Role playing, which is a form of simulation, is also used at USC; this has been effective as a technique in the consideration of censorship cases. It has also been used in administration classes in which a meeting may have been staged with a librarian and a library board of trustees who are considering certain typical problems.

---

[1]Mildred H. Lowell, The Management of Libraries and Information Centers. 3 vols. Metuchen, N.J., The Scarecrow Press, Inc., 1968, p. x.

Group dynamics or "T-groups" encourage openness of social response. Problems are identified in a group setting, members acknowledge prejudices, identify feelings and attitudes and clear the way for more inquiry. Immaculate Heart College in Los Angeles has had a sensitivity training workshop which was reported to be very sucessful by librarians who attended. This technique has been used in fields centering around human relations, but caution is advised for inexperienced groups without a skilled leader. "But for the emotionally healthy manager, apparently it is an extremely effective means for deepening his understanding of how individuals work together to accomplish their purposes."[1]

In some classes the "systems approach" is being recommended as a theory in administration classes. This is a theory of administration and organization rather than a teaching technique. The systems way is an approach to solving problems; it is an analysis of the full scope of various or alternate solutions to problems. This approach may have a significant influence on the pace, the progress, and the efficiency of libraries. The purpose of the systems approach is to achieve more efficient, more effective and, if possible, a lower cost of operation. The Library School at the University of Southern California is offering a six-weeks institute in the 1971 summer session on "Systems Analysis and Design, with Emphasis on the Role of Middle Managers in Public Libraries. Participants will be required to have had two years of professional library experience in a supervisory or other administrative position. I.A. Warheit, Program Administrator, for International

---

[1]Maneck S. Wadia, The Nature and Scope of Management. Glenview, Illinois; Scott, Foresman and Company, 1966, ~~p. 169.~~ p. 164

Business Machines, advocates a specialized approach to the design and implementation of computer systems. He speaks of this in relation to a so-called "total" or integrated system.[1]

Independent study, and honors programs are not new, but the concept of combining them with practical problem assignments is a new departure for many people. ~~One of our regular assignments for Ph.D. candidates at the University of Southern California, as a part of their screening examination, is a practical problem. They are assigned a problem, told to consult any sources they wish--people, books, anything--and to bring back, in written form, their solution. They have two weeks to complete the assignment.~~

~~Another~~ In example of independent study was proposed at ~~our~~ the University of Southern California, but it was not adopted. This was the tri-semester break which allows the student a month for independent study between each of his tri-mesters. New College Sarasota has used this plan.

Some schools require a certain amount of time in off campus practice experience. This may be an internship experience. It might be an international library school setting, or, if such a school is finally established, it could be study abroad for a specific period of time on a floating ship which would travel to different countries.

The problem oriented curriculum is interesting and may be the wave of the future. A course or a whole curriculum could be developed around problems--for example, a metropolitan public library might concentrate on the problems of the inner city and on the library's

---

[1]I.A. Warheit, "Design of Library Systems For Implementation with Interactive Computers," Journal of Library Automation, III (March, 1970), 65-78.

assistance in the solutions of the problems.

Student-planned and student-directed experimental courses or the so-called "free universities" which some universities have had provide another type of educational enterprise and can involve the faculty, administration, students, outside lecturers and specialists. These groups can all be involved in both teaching and learning roles.

It seems likely that students in the future will be more mobile in their educational programs than they are today, that they will study in several universities. (Certain universities may be singled out as hubs of intellectual activity, and of creative ferment.) It is likely that teachers will teach in several universities. Thus, the talents of scholars and specialists could be available to many students.

The quiet contemplative life of the traditional library scholar will be a thing of the past. There may be a few who will escape, who will retreat to rural or isolated areas in search of meditation, contemplation and the reflective life, but the indications are that these will be few in number.

A Library Without Walls

An unorthodox idea but one which seems to have merit is a plan whereby students in any library school might move from one school to another and enroll in courses in any of the schools. Thus students could gain wider experience and more exposure to different teachers, and to other students and to various courses. Flexibility and variety would be ~~ensured~~ provided. Students would be required to stay at least a semester, or a quarter, in each school. This arrangement would probably not be feasible in a one-year Master's Degree program, but it might

work well in a two-year degree program. Such a plan would be difficult to administer, but it would not be impossible, given the cooperation of the schools and the universities within which they operate. There are many possibilities in libraries and in library education for change, innovation, and experimentation. The future could be exciting!